

**U.S. Department of Education  
Office of English Language Acquisition  
Washington, D.C. 20024-6510**

Updated  
12-10-04



**Biennial Evaluation Report**

**State Formula Grants under Title III, Part A, English Language Acquisition, Language Enhancement and Academic Achievement Act**

**(Public Law 107-110)**

**CFDA NUMBER: 84.365A  
FORM APPROVED  
OMB NO. 1885-0553, EXP. DATE 8/31/07**

**DATED MATERIAL – OPEN IMMEDIATELY**

**DUE DATE: DECEMBER 1, 2004**

## Instructions for Completing the State Formula Grant Biennial Evaluation Report

By December 1, 2004, States must complete and submit to the Department this Biennial Evaluation Report for the Title III State Formula Grant Program. This report is based on student performance data and other related information from the two-year period of fiscal year (FY) 2002-03 and FY 2003-04. Be sure to read the instructions for this document.

### Transmittal Instructions

To expedite the receipt of this State Formula Grant Biennial Evaluation Report, please send your submission via the Internet as a .doc file, PDF file, .rtf, or .txt file. Send electronic submissions to: [TitleIII.Apps@ed.gov](mailto:TitleIII.Apps@ed.gov)

A State that submits **only a paper submission** should mail the submission by express courier. **Do not use surface mail.** Due to the screening process of Federal mail it may cause lengthy delays. Mail to:

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Office of English Language Acquisition  
U.S. Department of Education  
550 12<sup>th</sup> Street, SW  
Room PCP 10-008  
Washington, D.C. 20024-6510  
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Email: Elizabeth.Judd@ed.gov

The time required to complete this information collection is estimated to average 5.00 hours (or 300 minutes) per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20024-6510. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: OELA, U.S. Department of Education 550 12<sup>th</sup> Street SW, Room PCP 10-008, Washington, D.C. 20024-6510.

Evaluation Elements	
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1	Types of language instruction educational programs used by subgrantees to teach LEP students [SEC. 3121(a)(1) p.1701, 3123(b)(1) p.1704]
2	Critical synthesis of data reported by subgrantees [SEC. 3121(a) p.1701, 3123(b)(3) p.1704]
3	Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards [SEC. 3116(c) p.1698, 3123(b)(1) p.1704, 3121(b)(2) p. 1701,]
4	Professional development activities conducted by the State and by subgrantees[SEC. 3115(c)(2) p. 1698, 3116 (c) p.1701, 3123(b)(5) p. 1705,]
5	Description of State level activities conducted and technical assistance provided to subgrantees [SEC. 3111(b)(2)(c) p.1691,3123(b)(4) p. 1705]
6	Number of programs or activities that were terminated for failure to reach program goals [SEC. 3121(b)(8) p.1702, 3123(b)(7) p.1705]
7	Number and percentage of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students [SEC. 3121 (a)(4) p. 1701, 3123(b)(7) p.1702, 3123(b)(8) p. 1705]
8	Description of the activities that provide enhanced instructional opportunities for immigrant children and youth. [SEC. 3115 (e)(1)]
9	Optional

## State Response for Meeting Title III State Formula Grant Biennial Evaluation Reporting Requirements

### Instructions

States are to provide detailed information for each of the nine elements required for the State Formula Grant Biennial Evaluation Report. States should respond to the items listed under each of the elements. Some elements require more than one response. Please respond in the space labeled, "State response." If any of the information requested is not available, please explain why it is not available and provide a timeline for submitting the information to the Department.

This document includes items and tables for information that must be submitted in this biennial report and in future biennial reports. There are items that are also placeholders for future responses, and these items have deferral instructions.

Please note the following:

- Specific instructions for each item are shown in bold type and enclosed in parentheses.
- Several items may not be applicable.
- Responses are required for all portions of items and tables that are not deferred or are not applicable at this time (see labels or instructions in the items).

This document is written in rich text format [rtf] for the purpose of making the document format more user-friendly and to reduce the chance of table distortion. **Please do not use another format other than the one provided. This data collection package has been approved by the Office of Management and Budget, and responses will only be acceptable through this approved package.** The page breaks will automatically provide sufficient space for response. Provide narrative responses in the spaces as indicated.

**Responses to portions of the following questions or tables are deferred until 2006:**

Question/Item	Part/All	Title
Table 2.2a	Part	Number and percentage of students making progress in learning English
Table 2.2b	Part	Number and percentage of students attaining English language proficiency
Table 2.3a	Part	Number and percentage of students scoring at the proficient and advanced levels on State administered mathematics assessments

Question/Item	Part/All	Title
Table 2.3b	Part	Number and percentage of students scoring at the proficient and advanced levels on State administered reading/language arts assessments
Table 2.3c	Part	Number and percentage of Title III served LEP students scoring proficient on math...
Table 2.3d	Part	Number and percentage of Title III served LEP students scoring proficient on reading/language arts...
Item 5.4	All	Were any subgrantees required to develop an improvement plan under Title III...
Item 5.5	All	Did the State conduct or sponsor any scientifically based research studies...
Table 7.1	Part	Number and percentage of Title III LEP students transitioned...
Table 7.2a	Part	Number and percentage of former Title III served, monitored LEP students scoring proficient on math...
Table 7.2b	Part	Number and percentage of former Title III served, monitored LEP students scoring proficient on reading/language arts...

**1. Types of language instruction educational programs used by subgrantees to teach LEP students** [SEC. 3121(b)(1) p.1701, 3123(b)(2) p. 1704]

1.1 What types of language instruction educational programs were implemented by Title III subgrantees during school years 2002-03 and 2003-04? [SEC.3121(a)(1) p. 1701, SEC. 3123(b)(1) p.1704]

Check all that apply:

Bilingual Programs	English as a Second Language Programs
<input type="checkbox"/> Dual language	<input type="checkbox"/> Sheltered English instruction
<input type="checkbox"/> Two way immersion	<input type="checkbox"/> Structured English immersion
<input checked="" type="checkbox"/> Transitional bilingual	<input type="checkbox"/> Specially designed academic instruction delivered in English (SDAIE)
<input type="checkbox"/> Developmental bilingual	<input checked="" type="checkbox"/> Content-based ESL
<input type="checkbox"/> Heritage language	<input checked="" type="checkbox"/> Pull-out ESL
<input type="checkbox"/> Other (explain)	<input checked="" type="checkbox"/> Other: ESOL
	<input type="checkbox"/> ESL

State response 1.1: (Provide narrative here. Provide a brief description of the programs checked. Include information regarding intensity and duration of instruction, and, if using more than one language, instructional time in each language. Include other information as needed.) Descriptions of the programs listed can be found on NCELA's website: <http://www.ncela.gwu.edu/expert/glossary.html>

**STATE RESPONSE 1.1:**

During school years 2002-03 and 2003-04, Indiana Title III recipients implemented several types of language instruction educational programs. Most implemented a variation of the English as a Second Language (ESL) model and a small number of districts had Transitional Bilingual Education (TBE) programs. In some cases, LEAs implemented more than one instructional model with one at the primary grades and another at the secondary grades. The percent of LEAs implementing various language education instructional program models is shown in the table below:

TBE	Sheltered English	Structured Immersion	ESL	Pull-out ESL	Content Based ESL	ESOL
3%	11%	16%	33%	29%	7%	1%

Information regarding the intensity and duration of instruction is below.

**Transitional Bilingual Education (TBE)** – This model was implemented by three Title III recipients during both SY 02-03 and 03-04. All three LEAs using this model consistently rank

among the top ten (10) districts with the most LEP students in the State. Both programs provided content area instruction in English/Spanish and used native language as a tool to access content and to facilitate English language acquisition. Students received services for 1-2 hours daily based on their level of English proficiency. The duration of the TBE program ranged from 1-4 years based on the students' progression in attaining English proficiency.

#### Variations of ESL:

**Sheltered English Instruction** – This model was implemented by 11% Title III recipients mostly at the secondary level. The sheltered English approach was used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas with content knowledge and skills as the goals. The instruction was provided in English with some native language support as needed (if available). Students received sheltered instruction for at least one hour a day. In the sheltered classrooms, teachers used simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in English/language arts, mathematics, science, social studies and other subjects. By implementing this approach, students were able to earn secondary credits while acquiring English. The duration of services is generally 1-2 years.

**Structured English Immersion** – This approach was implemented by 16% of Title III recipients including those participating through consortia applications due to small numbers of LEP students. In this program, LEP students received all of their subject matter instruction in English. The teacher uses a simplified form of the second language. Students may use their native language in class; however, the teacher used only English. The goal is to help LEP students acquire proficiency in English while at the same time achieving in content areas. This approach occurs daily throughout the school day for the duration of 1-4 years depending on the students' level of proficiency.

**Content-based ESL** – This approach was implemented by 7% of Title III recipients at the elementary and secondary levels. This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction with native language support as needed (if available). Students received content-based ESL instruction daily for at least one hour a day. The duration of the TBE program ranged from 1-4 years based on the students' progression in attaining English proficiency.

**Pull-out ESL** - This approach was implemented by 29% of Title III recipients including those participating through consortia applications due to small numbers of LEP students. Pull-out is a program in which LEP students are "pulled out" of regular, mainstream classrooms for special instruction in English. Students received daily pull-out instruction in English with native language support as needed (if available) for at least one hour a day for the duration of 1-4 years depending on the students' level of proficiency.

#### **Other:**

**ESOL** – The English to Speakers of Other Languages (ESOL) approach was implemented by one Title III recipient during both SY 02-03 and 03-04. This approach emphasized the development of listening, speaking, reading, and writing in English and utilized standards addressing the specific developmental stages in English language acquisition. Instruction was

provided daily in English with native language support as needed (if available) for at least one hour a day for the duration of 1-4 years depending on the students' level of proficiency.

**ESL –**

This model was implemented by 33% of Title III LEAs. ESL provides English language development as part of LEP students' daily curriculum rather than support for understanding of content area knowledge. The curriculum is based on State English Language Proficiency (ELP) Standards and utilizes a variety of English language development curricular materials. The focus of instruction is developing oral "survival" English and enhancing knowledge of reading comprehension and writing. Instruction is provided for one class period daily in English, with native language support to access prior knowledge (if available). The duration of services is from 1-4 years depending on the students' level of proficiency, native language literacy, and prior schooling.

- a. NCLB requires that language instruction educational programs be based on scientific research and proven to be effective. Describe how Title III subgrantees implemented language instruction educational programs that are scientifically based and proven to be effective. [SEC.3115(c)(1) p.1698, SEC. 3123(b)(1) p. 1704, SEC. 9101 (37)]

**STATE RESPONSE 1.2: (Provide narrative here.)**

In SY 2002-03 and 2003-04, Title III recipients implemented language instruction educational programs that were scientifically based and proven to be effective. In their grant application process, LEAs not only sign an assurance that their program will be research based, but LEAs also identified a bibliography containing national research supporting their chosen instructional model. Much of this research was selected from the National Clearinghouse on English Language Acquisition (NCELA) at [www.ncela.gwu.edu](http://www.ncela.gwu.edu) as recommended by the Office of English Language Acquisition (OELA). Along with their listing of research, a narrative was provided indicating to the SEA the process that the LEA had used in identifying the scientific research. LEAs investigate more than one research model to see which is most effective in enabling students to attain English proficiency and achieve State academic standards. The selection of research to support one methodology over another also included the consideration of factors including staffing resources and the LEA's LEP population. For example, a district with a wide variety of native languages and no bilingual staff would not select a transitional bilingual education (TBE) model because their LEP population and instructional resources would not support it. LEAs are also encouraged to visit other school districts with similar LEP populations to observe language instruction educational programs and to compare performance data from past years.

Throughout SY 02-03 and 03-04, the SEA provided technical assistance to LEAs regarding the selection of scientifically based research. This was provided by the SEA at the annual regional Title III Administrative Workshops and the annual Indiana K-12 ESL Conference. Attachment 1<sup>1</sup> was provided to LEAs and includes information about scientifically based research with examples of research utilized by Title III recipients. Furthermore, the SEA provides an online listing of sites containing research at: <http://www.doe.state.in.us/lmmp/onlineresources.html>.

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<sup>1</sup> Attachments are included at the end of the Biennial Report document.



## 2. Critical synthesis of data reported by subgrantees

[SEC. 3121(a)(1) p. 1701, 3123(b)(1) p.1704]

2.1 Provide a synthesis of data presented in the tables in Section 2. Summarize Title III served LEP students' progress toward meeting Title III AMAOs. [SEC. 3121(a)(1-2) p. 1701]

### **STATE RESPONSE 2.1: (Provide narrative here.)**

The data provided in the tables in Section 2 indicates the number and percentage of LEP students making progress and attaining English proficiency as well as the number and percentage of Title III served LEP students scoring at the proficient and advanced levels on State administered English/language arts and mathematics assessments. The results of these two components are described below:

#### Making progress and attaining English language proficiency:

The data on the number and percentage of LEP students making progress and attaining language proficiency for SY 2002-03 and 2003-04 was based on Indiana's currently approved assessment instruments: the Woodcock-Muñoz Language Survey, Language Assessment Scales (LAS), and Idea Proficiency Test (IPT).

Three key factors to consider in analyzing these data include that:

1. the data are based on shelf tests that not only are not aligned to State English language proficiency (ELP) Standards but that also are poor indicators of academic language proficiency,
2. the SY 2002-03 and SY 2003-04 data collections were not taken a full year from one another so it does not accurately reflect a full year of growth in English language proficiency. Once the newly developed English Language Development Assessment (ELDA) is implemented statewide in SY 2005-06, new baseline data and AMAO targets will be established. This test, developed through a consortium of States with the Council of Chief State School Officers (CCSSO), is aligned to States' ELP Standards and accurately measures English language proficiency, and
3. the LEP group is not a stagnant population. With the continual influx of new LEP students, the data regarding LEAs making progress may be misleading. Although many LEP students within each proficiency level are making progress, the addition of new students affects the rate of progress for the overall proficiency level.

For the # of % of students making progress in learning English, the SY 2003-04 performance data overall was better than the AMAO targets had projected. In three out of the four proficiency levels, the performance data exceeded the AMAO target for # and % of students making progress. The AMAO target at the State level for SY 2003-04 was for 39% of LEP students to make progress. The performance data indicates that 69.67% of LEP students have made progress.

For the # and % of students attaining English proficiency, the SY 03-04 performance data was very successful. Of the SY 2002-03 cohort, 9,780 or 38.9% of LEP students were at level 4. The AMAO target for SY 2003-04 is that 449.8 or 4.6% of those students would attain English

proficiency and be reclassified (transitioned) into Fluent English Proficient (FEP) status. The performance data for SY 03-04 actually shows a higher percentage, 7.04%, attaining proficiency. This data demonstrates that students are doing well in Title III language instruction educational programs in both making progress and attaining English proficiency.

Scoring proficient and advanced on State administered English/language arts and mathematics assessments:

Indiana's academic assessment, Indiana Statewide Testing for Educational Progress-Plus (ISTEP+), provides student results at three levels, Did Not Pass, Pass, and Pass +. The percentage of Title III served LEP students scoring at the proficient level equates to Indiana's "Pass" score and advanced equates to Indiana's "Pass +" score on State administered English/language arts and mathematics assessments. For SY 2002-03 and SY 2003-04, students in grades 3,6,8 & 10 participated in ISTEP+.

Of the Title III recipients that had a LEP subgroup for AYP reporting, 19 failed to meet AYP for SY 2003-04. The Title III LEAs that met AYP for the LEP subgroup offered a range of language education instructional program models. Transitional Bilingual Education, Sheltered English, Structured Immersion, ESL, Pull-out ESL, and Content Based ESL were all utilized by various LEAs that met AYP for LEP students. The selection of one type of instructional program over another is not a stand alone determining factor for success. Some factors contributing the success of the LEP subgroup on academic assessment include students' access to summer school services, ISTEP+ remediation instruction, strong prior schooling experiences, strong native language and English literacy, and continuity of education. Another factor common to the LEAs that met AYP for LEP students is the lengthy history of the LEP population and long standing nature of the instructional program. Longevity in program implementation contributed to the success of LEAs in meeting AYP. LEAs with more recent emergence of LEP populations or more recent implementation of an instructional program were less successful.

A further factor to consider is the mobility within the LEP cohort due to new LEP students constantly enrolling. Despite the successes of LEP students who are scoring proficient and advanced, the AYP targets are affected by this continuous influx of new LEP students.

2.2 Demonstrate through the data in Tables 2.2a and 2.2b how Title III subgrantees met the Title III annual measurable achievement objectives (AMAOs) for making progress in learning English [Table 2.2a] and for attaining English proficiency [Table 2.2b].) [SEC. 3121(c)(1)(A-B) p.1702, SEC. 3121(a)(3), SEC. 3121(d)(3) p.1702]

**Instructions for Tables 2.2a and 2.2b:**

- Provide State-level aggregated data for the Number and percentage of Title III served students making progress in learning English and attaining English proficiency.
- In the column labeled "cohort," indicate the cohorts as defined in the State's latest submission under the Consolidated State Application (CSA). This may be by grade span, individual grades, or another cohort as described in the approved CSA.

- “Baseline” data is data collected in school year 2002-03, and reported in the latest submission to the CSA.
- The “AMAO target” for 2003-04 is the target set by the State in the CSA as its goal for the school year.
- “Performance data” for 2003-04 refers to actual numbers/percentages from the 2003-04 testing period. **Responses for other years are deferred until future biennial reports; these columns have been shaded to indicate that no response is needed at this time.**
- “Making progress” is defined as meeting the State’s AMAO targets for making progress as established by the State in the latest submission to the Consolidated Application.
- “Attaining proficiency” is defined as meeting the State’s AMAO targets for attaining proficiency as established by the State in the latest submission to the Consolidated Application.

**Table 2.2a Number and percentage of students making progress in learning English [SEC. 3121(c)(1)(A) p 1702]**

Cohort used for reporting	Baseline data for 2002-03		AMAO target for 2003-04		Performance data for 2003-04		AMAO target for 2004-05		Performance data for 2004-05		AMAO target for 2005-06		Performance data for 2005-06	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>K-12 Level 1</b>	4,220	16.8%	2,964	11.8%	5,021	%								
<b>K-12 Level 2</b>	4,153	16.6%	2,914	11.6%	3,628	%								
<b>K-12 Level 3</b>	6,966	27.7%	2,763	11%	6,537	%								
<b>K-12 Level 4</b>	9,780	38.9%	1,155	4.6%	10,415	%								
					(Disaggregated for Title III LEAs only)									
<b>Total</b>			9,796	39%	25,601	%								

**Table 2.2b Number and percentage of students attaining English language proficiency** [SEC. 3121(c)(1)(A) p 1702]

Cohort used for reporting	Baseline data for 2002-03		AMAO target for 2003-04		Performance data for 2003-04		AMAO target for 2004-05		Performance data for 2004-05		AMAO target for 2005-06		Performance data for 2005-06	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>K-12 Level 1</b>	4,220	16.8%	-	-										
<b>K-12 Level 2</b>	4,153	16.6%	-	-										
<b>K-12 Level 3</b>	6,966	27.7%	-	-										
<b>K-12 Level 4</b>	9,780	38.9%	449.8	4.6%	1,924	7.04%								
Total # of LEP =25,119		=100%												
Of the SY 2002-03 cohort, 9,780 or 38.9% of LEP students were at level 4. The AMAO target for SY 2003-04 is that 449.8 or 4.6% of those students would attain English proficiency and be reclassified (transitioned) into Fluent English Proficient (FEP) status. The performance data for SY 03-04 actually shows a higher percentage, 7.04%, attaining proficiency.														
<b>Total</b>	25,119	100%												

2.3 Demonstrate through data in Tables 2.3a - 2.3d whether LEP students receiving services under **Title III** met the State adequate yearly progress (AYP) targets in math and reading/language arts required under Title I. [SEC. 3121(c)(1)(C) p. 1702, 3121(d)(2) p.1702, 3122(3)(B) p. 1703, 3123(b)(1) p. 1704]

(Insert an "x" on the appropriate line in the table for the accommodations available to LEP students taking State achievement tests in your State.)

Accommodations to Presentation	Accommodations to Response
<input type="checkbox"/> Assessment in the native language <input type="checkbox"/> Text changes in vocabulary <input type="checkbox"/> Modification of linguistic complexity <input type="checkbox"/> Addition of visual supports <input type="checkbox"/> Use of glossaries in native language <input type="checkbox"/> Use of glossaries in English <input type="checkbox"/> Linguistic modification of test directions <input type="checkbox"/> Additional example items/tasks <input type="checkbox"/> Oral directions in the native language <input type="checkbox"/> Use of dictionaries <input type="checkbox"/> Reading aloud of questions in English <input type="checkbox"/> Directions read aloud or explained	<input type="checkbox"/> Answers written directly in test booklet <input type="checkbox"/> Answers dictated <input type="checkbox"/> Responses in native language
	Accommodations to Timing/Scheduling
	<input checked="" type="checkbox"/> Extra assessment time <input type="checkbox"/> Breaks during testing <input type="checkbox"/> Administration in several sessions
	Accommodations to Setting
	<input checked="" type="checkbox"/> Small-group or individual administration <input type="checkbox"/> Separate room administration Other: <input checked="" type="checkbox"/> Administration by familiar teacher

Rivera, C. and C. Stansfield (2000). *An analysis of state policies for the inclusion and accommodation of English language learners in state assessment programs during 1998-1999* (Executive Summary). Washington, DC: Center for Equity and Excellence in Education, The George Washington University.

### **Instructions for Tables 2.3a - 2.3d:**

- In the following tables, please provide student achievement data from the 2002-03 and 2003-04 test administrations. **Responses for other years are deferred until future biennial reports; these columns have been shaded to indicate that no response is needed at this time.**
- Tables with multiple rows have been provided to accommodate the varied State assessment systems. Data may be provided by grade or by grade span.
- Provide data on the number and percentage of Title III served LEP students scoring at the proficient and advanced levels, out of the total number of Title III served LEP students. Provide data for those grades in which the State administered mathematics and reading/language arts assessments during the 2002-03 and 2003-04 school years.
- These tables include data for Title III served students only, therefore, data required in these tables differ from data submitted to Title I for the LEP subgroup. This is separate reporting specific to Title III served students required by Section 3121(a)(2).
- "Projected percent" refers to the State AYP target for the percentage of LEP students projected to score at the proficient and advanced levels on the State achievement assessments.
- "Percent of students proficient and advanced" refers to the percent of Title III served LEP students, out of all Title III served LEP students, who scored at the proficient and advanced levels on the State achievement assessments.

(In Tables 2.3a and 2.3b, provide student achievement data for all LEP Title III served students who participated in the State achievement assessments in mathematics and reading/language arts respectively, with or without accommodations, including native language versions of assessments.)

Table 2.3a Number and percentage of Title III served LEP students scoring at the proficient and advanced levels on State administered mathematics assessments													
		2002-2003			2003-2004			2004-2005			2005-2006		
Grade	Grade Span	Projected % (State goal)	Students Proficient & Advanced		Projected %	Students Proficient & Advanced		Projected %	Students Proficient & Advanced		Projected %	Students Proficient & Advanced	
			#	%		#	%		#	%		#	%
3	3-5	57.1%	1,013	52%	57.1%	1,277	55%						
4													
5													
6	6-9	57.1%	791	49%	57.1%	864	54%						
7													
8		57.1%	544	34%	57.1%	686	50%						
9													
10	10-12	57.1%	357	34%	57.1%	Grade 10 data will be available by 1-31-05.							
11													
12													

- The percentage of LEP students scoring at proficient and advanced improved from SY 2002-03 to SY 2003-04 at all tested grades, most significantly at grade 8.
- Grade 10 data will be available by 1-31-05.
- Data charts are available at: <http://www.doe.state.in.us/asap/pdf/2003IndianaAnnual.pdf>

Table 2.3b Number and percentage of Title III served LEP students scoring at the proficient and advanced levels on State administered reading/language arts assessments													
		2002-2003			2003-2004			2004-2005			2005-2006		
Grade	Grade Span	Projected %	Students Proficient & Advanced		Projected %	Students Proficient & Advanced		Projected %	Students Proficient & Advanced		Projected %	Students Proficient & Advanced	
			#	%		#	%		#	%		#	%
3	3-5	58.8%	927	51%	58.8%	1,193	52%						
4													
5													
6	6-9	58.8%	687	45%	58.8%	645	40%						
7													
8		58.8%	445	26%	58.8%	556	41%						
9													
10	10-12	58.8%	243	25%	58.8%	Grade 10 data will be available by 1-31-05.							
11													
12													

The percentage of LEP students scoring at proficient and advanced improved from SY 2002-03 to SY 2003-04 most significantly at grade 8.

- Grade 10 data will be available by 1-31-05.
- Data charts are available at: <http://www.doe.state.in.us/asap/pdf/2003IndianaAnnual.pdf>



Does your State offer achievement tests in students' native language(s)?  
**(Insert an "x" on the appropriate line for response.)**

\_\_\_\_\_ Yes

\_\_\_\_\_ **X** \_\_\_\_\_ No

**(If no, go to Element 3. If yes, please complete Tables 2.3c and 2.3d. In Table 2.3c, provide student achievement data only for Title III served LEP students who participated in the State achievement assessments in mathematics through native language versions of assessments.)**

Table 2.3c Number and percentage of Title III served LEP students scoring at the proficient and advanced levels on native language versions of State administered mathematics assessments									
		2002-03		2003-04		2004-05		2005-06	
Grade	Grade Span	Students Proficient & Advanced		Students Proficient & Advanced		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%	#	%	#	%
3	3-5	Not applicable	Not applicable						
4									
5									
6	6-9								
7									
8									
9									
10	10-12								
11									
12									

(In Table 2.3d, provide student achievement data only for Title III served LEP students who participated in the State achievement assessments in reading/language arts through native language versions of assessments.)

Table 2.3d Number and percentage of Title III served LEP students scoring at the proficient and advanced levels on native language versions of State administered reading/language arts assessments									
Table 2.3d		2002-03		2003-04		2004-05		2005-06	
Grade	Grade Span	Students Proficient & Advanced		Students Proficient & Advanced		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%	#	%	#	%
3	3-5	Not applicable	Not applicable						
4									
5									
6	6-9								
7									
8									
9									
10	10-12								
11									
12									

### 3. Effectiveness of Title III programs and activities in assisting LEP students to make progress in attaining English language proficiency and meeting State academic content and student academic achievement standards

[SEC.3121(b)(2) p.1701, 3123(b)(1) p.1704]

3.1 Provide a summary of the effectiveness of Title III programs and activities in assisting LEP students to meet State English language proficiency annual measurable achievement objectives. [SEC.3121(b)(2) p.1701, 3123(b)(1) p.1704]

**(Please fill in the figures (for each year) in the spaces provided.)**

Number of Title III <b>subgrantees</b>	<u>64</u>	2002-03	<u>63</u>	2003-04
Number of LEP <b>students served</b> in Title III programs	<u>16,446</u>	2002-03	<u>19,447</u>	2003-04
Number of Title III <b>subgrantees</b> that <b>met</b> Title III AMAOS	<u>44</u>	2003-04		
Number of Title III <b>subgrantees</b> that did <b>not</b> meet Title III AMAOs	<u>19</u>	2003-04		

**State response 3.1: (Provide narrative here. Summarize which programs and activities were effective. Provide evidence of program effectiveness (defined as meeting AMAOs), and any remedies required by the State for those subgrantees that did not achieve the AMAO targets. Identify contributing factors if Title III AMAOs were not met.)**

The Title III programs and activities that were most effective in meeting the AMAOs for English proficiency were those with the following characteristics:

- structured, daily language education instructional programs,
- strong, on-going professional development programs for teachers,
- effective communication between classroom and language education instructional program staff, and
- support of and prioritization of the language education instructional program by LEA administrative staff.

Evidence of effectiveness of Title III LEAs in meeting AMAOs includes making AYP for the LEP subgroup under Title I and meeting performance targets for making progress and attaining English language proficiency. As indicated in 2.1, some factors contributing the success of the LEP subgroup on academic assessment include students' access to summer school services, ISTEP+ remediation instruction, strong prior schooling experiences, strong native language and English literacy, and continuity of education.

Although all Title III LEAs met the AMAO target for attaining English proficiency and for making progress in English proficiency, failure to meet the AYP target for LEP students caused some Title III LEAs to fail to meet the English proficiency AMAOs overall.

Factors contributing to the failure of other Title III recipients to meet the AMAOs include student factors commonly associated with the achievement gap including:

- high student mobility,
- limited formal schooling,
- limited native language literacy, and
- high poverty.

In addition to these student factors, the school level factors including:

- selection of a less effective method of language education instructional program such as pull-out ESL, and
- failure to properly train classroom teachers on supporting the academic achievement of LEP students also contributed to failure.

Finally, the issue of limited Title III funding to support the proper implementation of LEA language education instructional programs has contributed to the failure of some LEAs to meet the AMAOs. LEAs cannot fully implement the Title III AMAO requirements without more substantive funding support. This is especially true for smaller Title III subgrantees as well as consortia. In these smaller districts, the funding cannot support more than instructional materials and some professional development.

As indicated in 2.1, the SEA will be re-establishing AMAOs and baseline data when the new ELDA assessment is implemented. When that occurs, Indiana will have a more valid and reliable measure of English language attainment. In the interim, the SEA recommends the following remedies for LEAs not meeting AMAOs :

- professional development provided by the SEA or other resources on differentiated classroom instruction, appropriate mainstream instructional strategies based on English proficiency level,
- LEA's re-examination of the selected method of instruction provided through the language education instructional program, and
- LEA provision of remediation to LEP students for academic assessment.

In addition to these remedies, the Title I and Title III program consultants at the SEA level will collaborate to meet the needs of LEAs.

As indicated in 2.1, type of instructional program was analyzed to compare the performance of Title III LEAs. The Title III LEAs that met AYP for the LEP subgroup offered a range of language education instructional program models. Transitional Bilingual Education, Sheltered English, Structured Immersion, ESL, Pull-out ESL, and Content Based ESL were all utilized by various LEAs that met AYP for LEP students. The selection of one type of instructional program over another is not a stand alone determining factor for success. Some factors contributing the success of the LEP subgroup on academic assessment include students' access to summer school services, ISTEP+ remediation instruction, strong prior schooling experiences, strong native language and English literacy, and continuity of education. Another factor common to the LEAs that met AYP for LEP students is the lengthy history of the LEP population and long standing nature of the instructional program. Longevity in program implementation contributed to the success of LEAs in meeting AYP. LEAs with more recent emergence of LEP populations or more recent implementation of an instructional program were less successful.

**4. Professional development activities conducted by the State and by subgrantees**

[SEC. 3115(c)(1)(B) p. 1698, 3123(b)(5) p. 1705]

4.1 Please provide the number of teachers working in your State's Title III language instruction educational programs in each of the categories below:

[SEC. 3123(b)(5) p.1705]

610 Total number of certified/licensed teachers working in language instruction educational programs in the State (certificate or license may be in any area).  
 \_\_\_\_\_ **(Report actual number if available, if not, report estimated number, indicate if estimated.)**

950 Total estimated number of certified/licensed teachers that the State will need to staff language instruction educational programs for the next 5 years  
 \_\_\_\_\_

**STATE RESPONSE 4.1:** (Provide any further explanation needed for the information provided above.)

The actual total number of certified/licensed teachers needed to staff language instruction educational programs for the next 5 years has been estimated by closely examining the previous years' reported numbers of limited English proficient (LEP) students in Indiana and assuming that growth rates will be similar over the next 5 years.

There were approximately 13,000 LEP students in language instruction educational programs in Indiana 5 years ago (1999-2000). The number of LEP students reported for 2003-04 reflected an increase of more than 50% to almost 29,000 students. Along with these numbers, LEAs reported having nearly 610 certified/licensed teachers working in language instruction educational programs. Therefore, we may expect to be serving roughly 45,000 LEP students in language instruction programs in the year 2008-09, assuming that the population continues to increase at the same rate over the next 5 years. Proportionately, the State will need a total estimated number of about 950 certified/licensed teachers in order to properly staff language instruction educational programs in the next 5 years.

ESL teachers are not included in the State's definition of "highly qualified" teachers. This applies only to the core content area teachers and ESL is not defined by the Indiana Professional Standards Board (IPSB) to be a core content area.

4.2 How is teacher fluency in English and in any other language used for instruction in Title III programs determined in your State? [SEC. 3116(c) p.1701]

**(Insert an "x" on the appropriate line for response for all that apply)**

\_\_\_\_\_ State required English fluency exam [oral and written communication skills]  
 \_\_\_\_\_ LEA required English fluency exam [oral and written communication skills]  
 \_\_\_\_\_ State required fluency exam for another language [oral and written communication skills]  
 \_\_\_\_\_

- \_\_\_\_\_ LEA required fluency exam for another language [oral and written communication skills]
- X** \_\_\_\_\_ Other (**Please explain**)
- \_\_\_\_\_   x   Teacher credentials indicating fluency in English (oral and written)
- \_\_\_\_\_   x   Teacher credentials indicating fluency in a language other than English (oral and written)

**STATE RESPONSE 4.2:** (Provide narrative if necessary)

In the state of Indiana, Title III LEAs are responsible for determining at the local level whether or not teachers working in their language education instructional programs are fluent in English and any other language used in instruction. The SEA ensures that Title III LEAs outline a process for determining teacher fluency. Since standard teacher credentials encompass language fluency, a State exam has not been established. LEAs reported consistently verifying teacher credentials indicating oral and written fluency in English, as well as credentials indicating oral and written fluency in a language other than English.

4.3 Has the State provided professional development activities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient children? [SEC. 3111(b)(2)(A)]

(Insert an "x" on the appropriate line for response)

  X   Yes

       No

**STATE RESPONSE to 4.3:** (If yes, please describe the most successful activity and include evidence of the success.)

The SEA has provided several professional development opportunities to assist personnel in meeting State and local certification and licensing requirements for teaching limited English proficient (LEP) students, such as collaborating with higher education institutions and other organizations to provide Continuing Renewal Units (CRUs) for participants. The SEA has worked in partnership with the following:

- Indiana University's Interdisciplinary Collaborative Program (ICP), which provides training for classroom teachers who work with LEP students by involving classroom teachers and language teachers in scientifically-based curriculum development, appropriate instructional and assessment strategies for LEP students, and the option of earning a 24-credit hour ENL certification through Indiana University's Department of Language Education,
- the OKI Annual Regional English as a Second Language Conference, which includes southwestern Ohio, northern Kentucky, and southeastern Indiana, to provide sessions on instructional strategies, etc., and
- Marian College, a private local institution that is responding to the increasing language minority student population by improving its pre-service teacher training program in their School of Education.

These activities were shown to be successful through positive evaluation forms, the SEA networking with participants to schedule other workshops, the ability of participating teachers to become trainers for their schools, and most importantly the attainment of CRUs by participants.

In addition to these opportunities, the SEA sponsors its own, highly successful, annual K-12 English as a Second Language (ESL) Conference in the spring for 500 teachers throughout Indiana. Participants consist of mainstream, language, and ESL teachers, as well as administrators and other instructional personnel. Conference evaluations have been quite positive and continue to assist the State in improving conference sessions and carefully selected presenters.

4.4 What evidence from subgrantees demonstrates that professional development activities met Title III requirements? [SEC. 3115(c)]

Under Title III, professional development activities must be:

- based on scientific research, and
- effective in enhancing participants' ability to increase their subject matter knowledge, teaching knowledge and skills, and
- effective in enhancing participants' ability to understand and effectively use curricula, effective assessment measures, and effective instructional strategies for LEP students, and
- of sufficient intensity and duration to have a lasting impact on teachers' classroom performance. [SEC. 3115(c)(2)(A-D) p.1698]

**STATE RESPONSE 4.4:** (Please describe the most common approaches used by subgrantees and the effectiveness of these approaches. Address how subgrantees' professional development activities met Title III requirements.)

The SEA ensures that subgrantees are well informed about all Title III required components. The need for providing high-quality professional development to classroom teachers, principals, administrators and other school personnel involved in the education of LEP students is greatly emphasized at the annual Title III Administrative Workshops, State provided inservices tailored to the LEAs' needs, and the State's K-12 ESL Conference. LEAs are made aware that under Title III, professional development: must be based on scientific research; must be effective in enhancing participants' ability to increase their subject matter knowledge, teaching knowledge and skills; must be effective in enhancing participants' ability to understand and effectively use curricula, effective, assessment measures, and effective instructional strategies for LEP students; and must be of sufficient intensity and duration to have a lasting impact on teachers' classroom performance. The three most common approaches used by subgrantees in meeting this Title III requirement included: attendance to the spring's K-12 ESL Conference, trainings hosted by the Illinois Resource Center (IRC), and participation in various local or regional workshops/in-services provided by the State and/or other presenters including Regional Education Service Centers (ESC). By participating in a variety of events throughout the school year, participants have an on-going experience with a lasting impact. Professional development activities have implemented scientifically based methodologies such as:

- CALLA (Cognitive Academic Language Learning Approach), which is an instructional model for second and foreign language learners based on cognitive theory and research,
- the SIOP (Sheltered Instruction Observation Protocol) model, which offers a research-based approach to sheltered lesson planning and implementation,
- SDAIE (Specifically Designed Academic Instruction in English) which focuses on content comprehension, providing English Language Learners equal access to the curriculum of study,
- and the Four 4 Blocks Literacy Model which incorporates on a daily basis four different approaches to teaching children to read - Guided Reading, Self-Selected Reading, Writing, and Working with Words.



Participation in these activities has resulted in an improved understanding of curricula and use of instructional strategies for LEP students.

SEA evaluations from these opportunities reveal a desire for continued professional development for both ESL and mainstream teachers. SEA observed the effectiveness of professional development during monitoring site visits and has seen measurable improvement in teaching, and improvement in student's performance in participants' classes could be seen during instruction.

**5. Description of State level activities conducted and technical assistance provided to subgrantees** [SEC. 3111(b)(2)(C-D))(c), reference CSA item 8c]

5.1 During the two preceding fiscal years, what technical assistance was provided by the State to subgrantees? [SEC. 3122(b)(3) p.1703]  
(Insert an "x" on the appropriate line for response for all that apply)

The State provided technical assistance to subgrantees in:

- ☒ Identifying and implementing English language instructional programs and curricula that are based on scientific research.
- ☒ Helping LEP students to meet academic content and student academic achievement standards expected of all students.
- ☒ Identifying or developing and implementing measures of English language proficiency.
- ☒ Promoting parental and community participation in programs that serve LEP children.
- ☐ Providing recognition of subgrantees that exceeded the English language proficiency annual measurable achievement objectives.
- ☐ Other.

**STATE RESPONSE 5.1:** (Describe the outcomes of the technical assistance provided, including which activities were effective, how effectiveness was measured, and why the activities were effective.)

The SEA ensures that technical assistance is available to LEAs through a variety of services. One instrument used for technical assistance is the Language Minority and Migrant Programs website, which can be accessed online at [www.doe.state.in.us/lmmp](http://www.doe.state.in.us/lmmp). It provides guidance and information regarding assessment, ELP standards, the ENL course at the high school level, procedures for identification/placement and Instruction, the IDOE annual K-12 ESL Conference, the State funded Non-English Speaking Program, online resources, parent involvement, professional development, resources for refugee students, staff available for technical assistance, legal requirements and citations, and Title III guidance and documents. This is available to administrators, parents, students, teachers, and counselors. This online tool has proven to be highly effective as it is available at any time to any user as the SEA provides accurate and constantly improved and updated information regarding Language Minority and Migrant Programs. Users can express comments, suggestions and questions and will receive immediate assistance through email, phone calls or site visits.

The SEA has provided effective assistance through monitoring during site visits, where LEAs are provided technical assistance to help LEP students to meet academic content and student academic achievement standards expected of all students, identify and develop and implement

measures of English Language Proficiency, and promote parental and community participation in programs that serve LEP children.

The SEA has a direct opportunity to provide direct technical assistance and professional development to Title III LEAs through inservices. SEA consultants provide inservices at LEA location upon request on topics as “Meeting the Needs of Limited English Proficient Students in the Mainstream Classroom”, where mainstream teachers, ESL teachers, administrators and counselors are technically assisted and instructed in issues such as: enrollment, placement, English proficiency assessment, equal education opportunity, use of Home Language Survey, Individual Learning Plan (ILP), academic assessment of Limited English Proficient (LEP) students, Federal case law, Indiana Academic Code, culture, levels of English proficiency, principles of second language development, modifications, adaptations, grading alternatives, testing alternatives, and retention guidelines. Activities conducted by SEA have proven to be effective to participants through evaluation forms. Inservices were shown to be successful through positive evaluation forms, networking with participants to schedule other workshops, and most importantly the attainment of CRUs by participants.

5.2 What other State activities have been conducted during the two preceding fiscal years?

(Activities contained in the CSA item 8c)

**(Insert an “x” on the appropriate line for response for all that apply)**

- ☒ Planning activities  
☒ Evaluation activities  
☒ Administration activities  
☒ Interagency cooperation activities  
☐ Other (**Explain**)

**STATE RESPONSE 5.2:** (Describe the outcomes of the activities checked, including which activities were effective, how effectiveness was measured, and why the activities were effective.)

The SEA has conducted other activities to assist subgrantees during the two preceding years, such as:

- Professional development activities, that include the IDOE K-12 ESL Conference, which provides assistance to 500 teachers, regional workshops and workshops in coordination with other programs including Title I, Part A and Title I, Part C., and inservices, where the SEA has a direct opportunity to provide direct technical assistance and training. Activities conducted by SEA have proven to be effective to participants through evaluation forms. Inservices were shown to be successful through positive evaluation forms, networking with participants to schedule other workshops, and most importantly the attainment of CRUs by participants. Evaluation forms filled by participants after an inservice contain comments such as: *“I think the most important value of this inservice has been the awareness, the dialog, the challenges that have been presented to our staff to make our school better”* and *“After this inservice I have a new way to look at ELL students.. I can use ALL these strategies in my room!”* Attachment 2<sup>2</sup> provides a list of

<sup>2</sup> Attachments are included at the end of the Biennial Report document.

inservices that have been provided to assist subgrantees from August 2002 to May 2004, and the evaluation form that is given to each participant after every inservice.

- Planning and evaluation occurred through bimonthly ESL Task Force Meetings during SY 2002-03 and 2003-04. Since its inception in May 2001, the Indiana ESL Task Force has served to strengthen the voice of advocacy for English Language Learners (ELL) in Indiana, and discuss cutting edge issues. Task Force members are chosen based on their expertise in the field of English as a Second Language (ESL), dedication to ELLs and ability to make recommendations to the Indiana Department of Education on a variety of issues related to curriculum, instruction and assessment. The ESL Task Force consists of 15 program coordinators from around the State representing a variety of language education instructional programs.
- Administration included salary and fringe for SEA staff and indirect costs,
- Interagency coordination with the Division of Title I, the Division of School Assessment, the alternate academic assessment, Indiana Standards Tool for Alternate Reporting (ISTAR) Committee, collaboration with the Indiana Professional Standards Board (IPBS) on teacher licensure issues, Indiana Principal Leadership Academy (IPLA) for technical assistance to principals, and the Office of Program Development (OPD) on the development of the ELP Standards.
- Technical assistance activities provided to subgrantees also included online, phone calls and mailing assistance. SEA consultants mail various articles and handouts regarding State and Federal legal requirements as well as instructional strategies for mainstream teachers of language minority students. LEAs can borrow materials from the Division of Language Minority and Migrant Program Media Resource Center.

Because the SEA has provided these activities to LEAs, on-going communication has been maintained and effective technical assistance has occurred.

5.3 Describe how the State ensured that subgrantees met parental notification and parental participation requirements under Section 3302. Describe how the State ensured that subgrantees:

- complied with parental notification provisions for identification and placement and for not meeting Title III AMAOs. [SEC. 3302(a)(8) p. 1732, SEC. 3302(b) p. 1732]
- provided parental notifications in an understandable and uniform format, and, to the extent practical, in a language that the parent can understand. [SEC. 3302(c) p. 1732-3]
- complied with parental participation and outreach provisions. [SEC. 3302(e) p. 1732-3]

**STATE RESPONSE 5.3: (Address each of the above bulleted items.)**

As described in the July 2004 Title III Monitoring submission, the SEA has ensured that Title III sub-grantees met the parent notification and participation requirement in a variety of ways. During the grant application process, LEAs sign an assurance to comply with section 3302. They also provide a narrative within the grant application outlining implementation of the requirement. Furthermore, the SEA has provided a sample parental notification form in Spanish and English on its website at: [www.doe.state.in.us/lmmp/titleIII.html](http://www.doe.state.in.us/lmmp/titleIII.html) in order to facilitate notification in an understandable and uniform format in the native language.

The SEA will assist Title III LEAs that failed to meet AMAOs in notifying parents of the failure by providing a sample notification form.

The parental notification process has been very successful. All Title III LEAs used the SEA provided form in Spanish/English and are very appreciative of the form being made available. Because 80% of Indiana's LEP students are native Spanish speakers, the form has not been translated into other languages. LEAs have been successful in identifying local resources for translation of the form into other languages. The successfulness of the process is measured through the Annual Title III Performance Report completed by LEAs and submitted to the SEA. Additionally, monitoring site visits provide opportunities to observe the success.

**Responses for 5.4 and 5.5 are deferred until the second biennial report due 2006**

5.4 Were any subgrantees required to develop an improvement plan under Title III, because they did not meet the Title III annual measurable achievement objectives for two consecutive years? [SEC. 3122(b)(2) p.1703] (Insert an "x" on the appropriate line for response)

\_\_\_\_\_ Yes

\_\_\_\_\_ No

**State response 5.4: (If yes, explain the State plan to provide technical assistance towards changing this status. If no, proceed to the next item.)**

5.5 Did the State conduct or sponsor any scientifically based research studies on teaching English to LEP children, or on improving the English language proficiency and academic achievement of LEP children? [SEC. 3123(b)(6) p. 1705] **(Insert an "x" on the appropriate line for response)**

\_\_\_\_\_ Yes

\_\_\_\_\_ X \_\_\_\_\_ No

State response 5.5: **(If yes, provide a summary of the major findings of such studies. If no proceed to the next item.)**

N/A

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## 7. Number of LEP students transitioned out of language instruction educational programs into classrooms where instruction is not designed for LEP students

[SEC. 3121(a)(4) p.1701]

7. During the two preceding fiscal years, have Title III served LEP students transitioned into classrooms where instruction is not designed for LEP students? **(Insert an “x” on the appropriate line for response)**

  X   Yes            No

**(If yes, complete Table 7.1. If no, provide an explanation in the “state response.”)**

Table 7.1 Number and percentage of Title III LEP students transitioned into classrooms where instruction is not designed for LEP students **(Indicate the number and percentage of students who have achieved the proficient level on the State-selected English language proficiency assessment, and who are no longer receiving Title III services.)**

Title III LEP students transitioned	2002-2003	2003-2004	2004-2005	2005-2006
Number of students	Data	1924		
Percentage of students	unavailable	7.04%		

### **STATE RESPONSE 7.1:**

A student who speaks, understands, reads, writes, and comprehends in English without difficulty and displays academic achievement comparable to native English speaking peers is considered English proficient. Students scoring at the proficient level (Level 5) on Indiana’s test(s) of English proficiency are defined as “proficient” in English.

The SEA provides guidance to LEAs regarding reclassification and indicators that should be considered during the reclassification (transitioning) process. The guidance provided is shown in Attachment 3<sup>3</sup>. The SEA recommends that this guidance be uniformly implemented throughout the school district. LEP students are evaluated based on objective standards, including high-level performance on the English language proficiency assessment, the ability to participate in mainstream instruction, and performance on academic assessment to determine whether they are ready to exit the language education instructional program and be reclassified (transitioned) as fluent English proficient (FEP). This reclassification (transitioning) generally occurs at the end of the school year.

LEAs are also informed that monitoring of academic progress must occur for two years after exiting the language instruction program. During this two-year period, exited students are still entitled to access all services provided through the district’s language development program, if needed.

The data on # and % of LEP students transitioned was collected by the SEA for the first time for the 2003-04 school year. Consequently, data is unavailable for the 2002-03 school year.

<sup>3</sup> Attachments are included at the end of the Biennial Report document.



Locally, data is maintained by the LEA to track individual student progress. Generally, this is done through use of an Individual Learning Plan (ILP) as recommended by the Office for Civil Rights (OCR) to maintain records on services provided to students and to track progress.

7.2 Demonstrate through data in Tables 7.2a - 7.2.b **monitored LEP students** who transitioned into classrooms not designed for LEP students, and **who are no longer receiving services under Title III** met the State adequate yearly progress (AYP) targets in math and reading/language arts required under Title I.

**Table 7.2a Number and percentage of former Title III served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments**

		2002-03		2003-04		2004-05		2005-06		
Grade	Grade Span	Students Proficient & Advanced		Students Proficient & Advanced		Students Proficient & Advanced		Students Proficient & Advanced		
		#	%	#	%	#	%	#	%	
3	3-5	Data unavailable		Data unavailable						
4										
5										
6	6-9									
7										
8										
9										
10	10-12									
11										
12										

**Table 7.2b Number and percentage of former Title III served, monitored LEP students scoring at the proficient and advanced levels on the State reading/language arts assessments**

		assessments							
		2002-03		2003-04		2004-05		2005-06	
Grade	Grade Span	Students Proficient & Advanced		Students Proficient & Advanced		Students Proficient & Advanced		Students Proficient & Advanced	
		#	%	#	%	#	%	#	%
3	3-5	Data unavailable		Data unavailable					
4									
5									
6	6-9								
7									
8									
9									
10	10-12								
11									
12									

**STATE RESPONSE 7.2:** (Please provide any explanation necessary for these tables.)

At this time, the SEA does not have a mechanism in place to disaggregate AYP or academic assessment data for students no longer receiving services under Title III. Data is disaggregated by LEP subgroup, but students reclassified (transitioned) as fluent English proficient (FEP) in the monitoring period are no longer considered LEP. Thus, once students are removed from the LEP category there is no tracking of their academic assessment performance other than by inclusion in another subgroup such as racial /ethnic subgroup or economically disadvantaged subgroup.

LEAs locally monitor the progress and academic performance of transitioned students but disaggregated data is not available at the SEA level.

**8. Description of the activities that provide enhanced instructional opportunities for immigrant children and youth.**

8.1 Fill in figures for the information below. The number of immigrant children and youth reported is the same number reported to OELE in spring 2003 and spring 2004. The number of immigrant children and youth served is the actual number served by Title III during the two years addressed in this report.

10,686 Number of immigrant children and youth reported in 2002-03

11,130 Number of immigrant children and youth reported in 2003-04

3,414 Number of immigrant children and youth served by Title III in 2002-03

2,584 Number of immigrant children and youth served by Title III in 2003-04

8 Number of subgrants awarded to LEAs for immigrant children and youth programs for 2002-03

6 Number of subgrants awarded to LEAs for immigrant children and youth programs for 2003-04

8.2 Provide information on the activities conducted by subgrantees for programs for immigrant children and youth. [SEC. 3115 (e)]

**(Insert an "x" on the appropriate line for all that apply.)**

- ☒ family literacy, parent outreach, and training
- ☒ support for personnel, including teacher aides, to provide services for immigrant children and youth
- ☒ provision of tutorials, mentoring, and academic career counseling
- ☒ identification and acquisition of curricular materials, software, and technologies
- ☒ basic instructional services
- ☐ other instructional services, such as programs of introduction to the educational system and civics education
- ☐ activities coordinated with community based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive community services

**STATE RESPONSE 8.2:** (Summarize the most common activities conducted and the effectiveness of the activities in achieving the goals of the program.)

Subgrants are provided to LEAs with a significant influx of immigrant students on annual basis. The grants are competitive discretionary based in that LEAs must meet a predetermined increase in the number and percentage of immigrant students as compared to the previous

year(s) to qualify. Once an LEA meets that definition, they are provided a formula per pupil allocation. These funds are provided in addition to the LEA's Title III allocation based on the number of LEP students. A small number of LEAs met the definition to receive additional funds to serve immigrant students. The most common activities implemented by these LEAs includes the identification and acquisition of curricular materials, software, and technologies to instruct students, provision of tutorials, mentoring, and academic career counseling, and support for personnel, including teacher aides, to provide basic instructional services for immigrant children and youth.

These additional funds have been successful in supporting the education of immigrant students. LEAs have reported that communication with and involvement of immigrant parents has improved, that immigrant students with limited formal schooling and literacy have benefited from the additional support, and that the materials provided have been effective.

**We appreciate your consideration of these questions.**

Yes                      x        No

Yes ☐ No ☐

Yes                      x        No

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## ATTACHMENTS

Attachment 1:

STATE RESPONSE 1.2 – “Meeting the Goals of NCLB: Improving Services to LEP Students Through Scientifically Based Research”

Attachment 2:

STATE RESPONSE 5.2 – “Inservice List SY 2002-03 & SY 2003-04”, and  
“Inservice Evaluation Form”

Attachment 3:

STATE RESPONSE 7.1 – “Exiting Criteria: Determining Reclassification of LEP Students as Fluent English Proficient (FEP)”

ATTACHMENT 1
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Meeting the Goals of NCLB:

*Improving Services to*

*Limited English Proficient (LEP) Students*

***Through Scientifically Based Research***

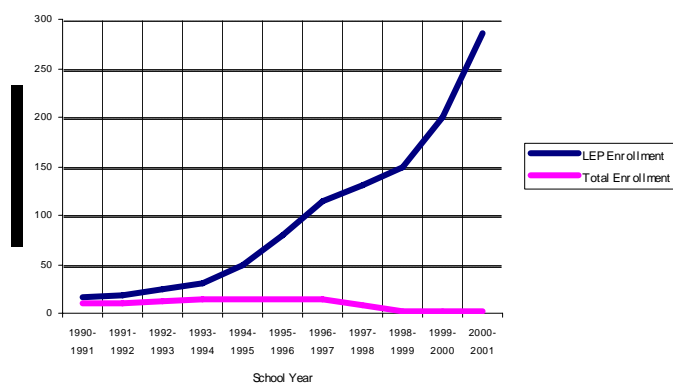
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## Who are Indiana's language minority students?

Top 10 Native Languages Reported Statewide in SY 2002-03			
LANGUAGE	LEP	FEP	TOTAL LMS
Spanish	17,947	11,366	29,313
German (Amish)	630	1,488	2,118
Mandarin	255	549	804
Korean	261	504	765
Arabic	278	447	725
Japanese	329	254	583
Russian	217	338	555
Vietnamese	207	347	554
German	135	352	487
Urdu	92	272	364

Language minority students enrolled in Indiana public schools in 2002-03 represented 214 native languages other than English.

## Indiana's rate of growth:



School Year 1997-98 9,114 LEP Students

School Year 2001-02 20,351 LEP Students

The number of LEP students have doubled in the past four years

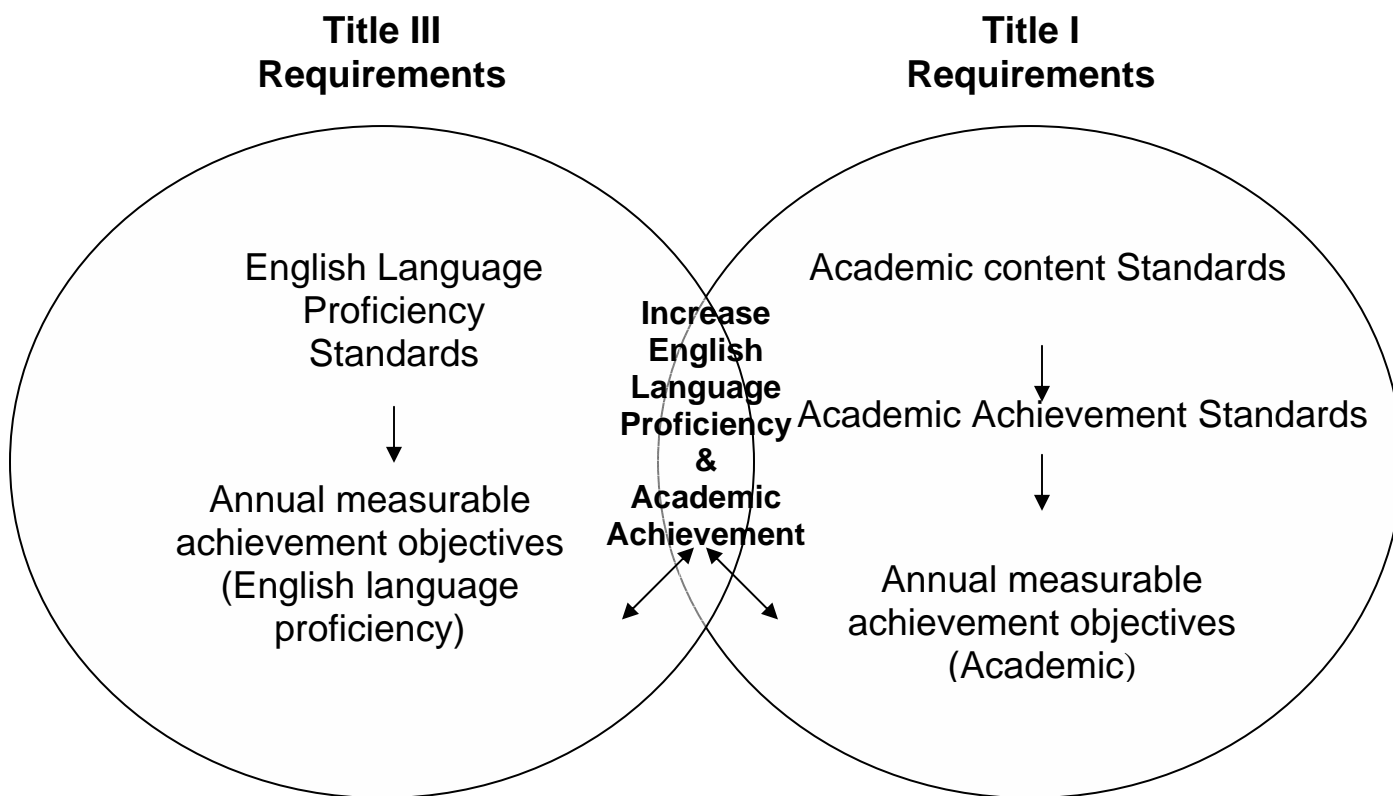
LEP – limited English Proficient

FEP – fluent English proficient

LM – language minority



No Child Left Behind (NCLB)  
Title III and Title I  
Overlapping Requirements



Source: U.S. Department of Education, Office of English Language Acquisition

Title I Monitor

December 2002

**State-Level Title I and Title III Accountability Systems Intersect**

"Read Title III," U.S. Department of Education (ED) officials have been telling Title I state directors for months. Title III is the new name for what was formerly Title VII under the old law. The No Child Left Behind Act of 2001 (NCLB) made major changes to the program, changing its name — and its focus — from bilingual education to English language instruction. Although Title I and Title III have always shared students, NCLB brings the two programs closer than ever, and at a recent conference officials provided some detail about how their respective requirements intersect. The changes may benefit the many Title I students who also are limited-English proficient (LEP), if those in charge of implementing these two historically different programs can align their efforts, particularly in sharing data.

The concept of accountability ties the two programs together, particularly at the state level. The relationship isn't a simple one. Title I requirements apply to all schools and all districts as well as all states, while Title III requirements apply only to those schools, districts and states that receive Title III funds. Each program has its own focus: for Title I, the focus is academic standards, although districts must also assess the English proficiency of their LEP students. Title III's focus is teaching English, but grantees also are held to the same academic standards used under Title I. What they have in common is a requirement that states define standards and then monitor student attainment of the standards.

**Semantics**

Part of the confusion surrounding Title I and Title III is that, while some terms are similar, their respective meanings are quite different. For example:

- Title I requires state standards in reading and/or language arts. These are content standards. Title III requires state standards in language proficiency. These refer to students' mastery of the English language.
- Title I requires districts to annually test students' language proficiency (i.e., mastery of the English language) but this does not factor into the Title I calculation of adequate yearly progress (AYP). But these same test scores do become part of Title III accountability.

In essence, understanding how Title I and Title III intersect requires breaking down the accountability system into its three levels: school accountability, district accountability, and state accountability.

As the following table illustrates, at the school level, AYP is determined on the basis of the performance of all students, and all subgroups of students, in the academic areas of reading/language arts and math. No information on language proficiency is factored into school-level AYP.

At the district level, AYP is determined in the same way as at the school level. As at the school level, no information on language proficiency is factored into district-level AYP.

But Title I and Title III converge at the state level. State AYP includes not only whether all students, and all subgroups of students, meet the academic goals set under Title I, but adds another question: Did the state meet or miss the goals they set under Title III?

Organizational Level	Title I Accountability determined based on...
School	<ul style="list-style-type: none"> <li>• Academic progress in reading/language arts (all students attending the school for a full school year and all subgroups of such students)</li> <li>• Academic progress in mathematics (all students attending the school for a full school year and all subgroups of such students)</li> <li>• 95 percent tested in reading/language arts and in mathematics</li> <li>• Graduation rate or other indicator determined by state</li> </ul>
District	<ul style="list-style-type: none"> <li>• Academic progress in reading/language arts (all students attending schools within the district for a full school year and all subgroups of such students)</li> <li>• Academic progress in mathematics (all students attending schools within the district for a full school year and all subgroups of such students)</li> <li>• 95 percent tested in reading/language arts and in mathematics</li> <li>• Graduation rate or other indicator determined by state</li> </ul>
State	<ul style="list-style-type: none"> <li>• Academic progress in reading/language arts (all students and all subgroups of students)</li> <li>• Academic progress in mathematics (all students and all subgroups of students)</li> <li>• 95 percent tested in reading/language arts and in mathematics</li> <li>• Graduation rate or other indicator determined by state</li> <li>• Language proficiency goals set under Title III</li> </ul>

### **Title III 'Accountability'**

Although Title III language proficiency standards and assessments play no part in determining Title I AYP at the school or district levels, they are the basis for Title III's accountability system. Under the law, if grantees — which may be either districts, or districts in partnership with other entities — repeatedly miss the goals set under Title III, the state must evaluate whether these grantees should continue to receive funds. Essentially, the language proficiency test scores are evidence of whether grantees' programs are effective. Continued failure will lead to state intervention, and can even result in loss of funds.

And the Title III law reflects an additional concern: that these LEP students be taught English and the school's standards-based, academically rigorous curriculum. So states' Title III English language proficiency standards — which, like AYP, have annual measurable achievement goals that must be assessed every year — have three components. They must:

- Reflect the amount of time a LEP student has been enrolled in a language instruction educational program;
- Include annual increases in the number or percentage of children making progress in learning English, and annual increases in the number or percentage of children attaining English language proficiency by the end of each school year; and
- Include students demonstrating adequate yearly progress on assessments in the academic areas (i.e., Title I).

Here, Title III again links to Title I. Not only do LEP students who receive Title III services have to be taught content — it has to be the same content as defined under Title I. The intention of both programs is to ensure that students learn the English language, and the academic content, at the same time.

At the meeting, ED officials focused on states' need to build a system to serve both overlapping sets of students. ED's own staff have been developing new ways to connect the two programs. Title III has a four-person "Title I team," responsible for technical assistance in this area.

## Scientifically-based research is...

research that demonstrates the effectiveness of a language instruction educational program in increasing English proficiency and student academic achievement in the core academic subjects. Generally includes theory and empirical data.

### Addressing the 5 Goals of NCLB in Improving Services to LEP Students:

**Goal 1:** To strengthen the school's core academic program so that by 2013-2014 all students (in aggregate and for each subgroup) will demonstrate academic skills at the "proficient" level or above on the State's assessments and be engaged in high quality teaching and learning.

#### How LEAs are addressing Goal 1:

- ♦ Implementation of a language education instructional program for language minority students;
- ♦ Implementation of the alternate academic assessment, Indiana Standards Tool for Alternate Reporting, (ISTAR);
- ♦ Establishment of the Indiana K-12 English Language Proficiency (ELP) Standards as an instructional tool for classroom teachers; and
- ♦ Utilization of quality instructional materials and modifications to lesson delivery.

#### Scientifically-based research methodologies to address Goal 1:

- ♦ High expectations for language minority students, as evidenced by active learning environments that are academically challenging Collier, 1992; Lucas, Henze, and Donato, 1990
- ♦ Myths and Misconceptions about Second Language Learning: What Every Teacher Needs to Unlearn, McLaughlin, Barry

**Goal 2:** To increase the number of students making successful transitions between schools and school levels.

How LEAs are addressing Goal 2:

- ♦ Implementation of bilingual pre-school programs to facilitate English language development as well as emotional and cognitive development;
- ♦ Establishment of Sheltered content courses to ease students' transition into the mainstream classroom; and
- ♦ Development of El Puente, a drop-out prevention program for high school students.

Scientifically-based research methodologies to address Goal 2:

- ♦ "The Impact of Bilingual Preschool Education on the Language Development of Spanish-Speaking Children" Rodriguez, James L. Early Childhood Research Quarterly Vol. 10 n.4, Dec., 1995, 475-490.
- ♦ "Facilitating Transition to the Mainstream: Sheltered English Vocabulary Development" Valdez-Pierce, Lorraine NCBE Program Information Guide Series No. 6, Aug., 1998

**Goal 3:** To increase the level of parental involvement in support of the learning process via communication between school and home.

How LEAs are addressing Goal 3:

- ♦ Bilingual Parent Night Activities, Translators at Parent Teacher conferences;
- ♦ Native language documents, mailings, and newsletters; and
- ♦ Face to Face Workshop series

Scientifically-based research methodologies to address Goal 3:

- ♦ Involvement of majority and minority parents in formal support activities Garcia, 1991
- ♦ "Parent involvement and the Education of LEP Students" ERIC Digest, Simich-Dudgeon, Carmen 1986

**Goal 4:** To align staff capacities, school processes, and professional development activities to implement effective methods and instructional practices that are supported by scientifically-based research.

How LEAs are addressing Goal 4:

- ♦ Implementation of the Cognitive Academic Language Learning Approach (CALLA) teacher training method. This professional development approach provides teacher coaches for staff training on instructional strategies and lesson modification, and
- ♦ Utilization of Literacy Coaches to provide on-going professional development district wide to all staff on topics including: Second Language Acquisition, Instructional Differentiation, and staff collaboration.

Scientifically-based research methodologies to address Goal 4:

- ♦ The CALLA Handbook; Implementing the Cognitive Academic language learning approach, Chamot, Anna & O'Malley, J. 1994
- ♦ The Effects of Sheltered Instruction on Achievement of LEP Students, Echevarria & Short, Deborah, 2001
- ♦ Supportive Whole-school Contexts, Lucas, Henze & Donato, 1990

**Goal 5:** To recruit, staff, and retain highly qualified staff that will implement effective methods and instructional practices.

How LEAs are addressing Goal 5:

- ♦ Establishment of a paraprofessional Internet Training Module Program to address content instruction, meeting the needs of LEP students, and preparation for the ParaPro exam, and

- ♦ Interdisciplinary Collaborative Project (ICP) facilitated by IU Bloomington to provide intensive professional development to teachers from six school districts on an annual basis.

Scientific-based research methodologies to address Goal 5:

- ♦ Reflexive Practice and Professional Development, Ferraro, Joan, 2000
- ♦ Expert Instructional Leaders and Teachers, Lucas, Henze & Donato, 1990

### **Internet resources:**

National Clearinghouse on English Language Acquisition  
[www.ncela.gwu.edu](http://www.ncela.gwu.edu)

English Language Learner Knowledge Base  
[www.helpforschools.com](http://www.helpforschools.com)

### **Additional Resources:**

ESL Standards for Pre-K–12 Students, by TESOL, Inc. 1997.  
<http://www.tesol.org/pubs/catalog/titleindex.html>

Helping Hispanic Students Reach High Academic Standards, U.S. Department of Education, 2000.  
[www.ed.gov/offices/OUS/PES/eval\\_library.htm#ideabooks](http://www.ed.gov/offices/OUS/PES/eval_library.htm#ideabooks)

Britt, Joni, Hola! Communicating with Spanish Speaking Parents, Good Apple, 1997. ISBN 1-56417-898-6

O'Malley, J. Michael and Lorraine Valdez Pierce, Authentic Assessment for English Language Learners: Practical Approaches for Teachers, Addison-Wesley, 1996. ISBN 0-201-59151-0



**ATTACHMENT 2**

Indiana Department of Education  
Language Minority and Migrant Programs

**INSERVICE LIST**

“Meeting the Needs of Limited English Proficient (LEP) Students  
in the Mainstream Classroom”  
SY 2002-03 and SY 2003-04

Date	Location	Number of participants
8-13-02	Division of Program Development	15
8-26-02	Wabash Valley ESC	25
9-04-02	Fayette Co SC	20
9-06-02	Shelbyville CS	10
9-13-02	Delphi CS	25
9-23-02	Portage SC	25
10-02-02	West Lafayette SC	40
10-26-02	Anderson University	30
10-31-02	Bartholomew CSC	60
11-01-02	Mooreville SC	30
11-06-02	South Madison CS	30
11-19-02	Tri-Creek CS	40
1-13-03	Brownsburg CS	50
1-31-03	Ball State University	50
2-05-03	Washington CS	30
2-10-03	Richmond CS	40
2-11-03	Greater Clark CS	30
2-12-03	New Albany-Floyd CS	40
2-14-03	School Counselors Assoc Conf	20

2-20-03	Concord SC	25
2-28-03	K-12 ESL Conference	100
3-04-03	Southwest Dubois CSC	20
3-11-03	Logansport CS	100
4-14-03	Charter Schools	20
6-05-03	Hispanic Forum	25
7-08-03	Marian College	50
8-06-03	SW Dubois Co SC	35
8-07-03	Lafayette SC	40
08-14-03	Plymouth SC	40
08-21-03	MSD Washington Twn.	40
09-04-03	Bartholomew Comm. Sch. Corp	45
09-04-03	Indiana University at Columbus	25
09-10-03	MSD Mooresville	20
09-30-03	MSD Perry Twp	80
10-06-03	IU Bloomington, Session One	22
10-08-03	MSD Martinsville Schools	16
10-14-03	Fort Wayne, Session One	25
10-17-03	IUPUI Hispanic Symposium	15
10-20-03	Richmond Comm. Sch. Corp	85
10-30-03	MSD Perry Twn.	40
10-30-03	Jasper, Session One	22
11-12-03	Plymouth Comm. Sch. Corp	35
11-10-03	Evansville-Vanderburgh	25

11-13-03	SW Dubois Co SC	30
12-01-03	Bloomington, Session Two	25
12-08-03	Title I Fall Workshop – Indy	70
12-09-03	Title I Fall Workshop – Indy	50
12-10-03	MSD Perry Twn	40
01-13-04	Greenwood Comm. Sch. Corp.	25
02-02-04	Bloomington, Session Three	25
02-11-04	Bremen Public Schools	80
03-04-04	School Town of Highland	35
03-12-04	K-12 ESL Conference	500
03-24-04	IPS, ELDA Training	20
03-29-04	South Bend, ELDA Training	20
04-06-04	IU online presentation	10
04-07-04	IU online presentation	10
04-21-04	Charter Schools presentation	12
04-22-04	Merrillville Community Schools	30

**Indiana Department of Education  
Division of Language Minority and Migrant Programs**

## **Inservice Evaluation**

Meeting the Needs of English Language Learners

Location:

Date:

Presenters:

Number of Participants who signed-in:

Number of Evaluations Received:

- The session was well organized: Yes:                      No:
- My knowledge of the topic increased as a result of the session: Yes:              No:
- I learned information that I can use in my classroom:    Yes: No:

Open-Ended Questions:

**1. I think the most important value of the inservice has been...**

**2. One wish I have about the inservice is...**

**3. Additional comments...**

ATTACHMENT 3
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Indiana Department of Education  
Division of Language Minority and Migrant Programs

## Exiting Criteria: Determining Reclassification of LEP Students as FEP

Limited English Proficient (LEP) students should be evaluated based on objective standards to determine whether or not they are ready to exit the language instruction educational program and be reclassified as Fluent English Proficient (FEP).

Criteria may include:

- ♦ English Language Proficiency Level
  - Consistent, high-level performance on a state-approved language assessment (scoring at a Level 5 in at least three language domains)
- ♦ Sufficient demonstration of ability to speak, understand, read, write, and comprehend in order to participate meaningfully in regular education program
  - Academic achievement comparable to native English speaking peers in mainstream education classes
- ♦ Progress/gains demonstrated on standardized academic assessments, based on:
  - Performance on state-wide standardized assessments, such as ISTEP+
  - Results from district-approved skills assessments
- ♦ Other
  - Grades and overall classroom performance
  - Teacher observations and student work samples/portfolios
  - Teacher and/or parent recommendation

Exiting must ensure:

- ♦ former LEP students who have been reclassified as FEP will have full access to mainstream curriculum, *and*
- ♦ monitoring of academic progress will occur for two years after exiting the language instruction program. During this two-year period, exited students are still entitled to access all services provided through the district's language development program, if needed.

### Sources:

- ♦ U.S. Department of Education, Office for Civil Rights, PAR Issues Brochure
- ♦ Evaluation & Assessment for Title VII Projects—Handouts, Evaluation Assistance Center-West, New Mexico Highlands University, Albuquerque, NM, June 1996. The complete document can be located at <http://www.ncela.gwu.edu/pubs/eacwest/handouts/index.htm>